

# CAL POLY

## Academic Senate

805.756.1258

<http://academicsenate.calpoly.edu/>

### Meeting of the Academic Senate

Tuesday, March 3, 2015

UU 220, 3:10 to 5:00pm

- I. **Minutes:** Approval of February 10, 2015 minutes. (pp. 2-3).
- II. **Communication(s) and Announcement(s):**
- III. **Reports:**
- A. Academic Senate Chair:
  - B. President's Office:
  - C. Provost:
  - D. Vice President for Student Affairs:
  - E. Statewide Senate:
  - F. CFA:
  - G. ASI:
- IV. **Special Reports:**
- A. [TIME CERTAIN 3:15 PM] **University Update** by President Jeffrey Armstrong.
  - B. [TIME CERTAIN 4:15 PM] **Report on the International Center and International Initiatives** by Cari Moore, Director, Cal Poly International Center, Ken Habib, Chair, International Advisory Council, and John Thompson, Academic Senate representative for the International Programs Committee. (p. 4).
- V. **Consent Agenda:**
- <http://registrar.calpoly.edu/summaries-2015-17-catalog-changes> - 2015-2017 CATALOG CHANGES FOR INTERDISCIPLINARY PROGRAMS

ITEMS TO BE CONSIDERED BY ACADEMIC SENATE				
Program Name or Course Number, Title	ASCC Recommendation/ Other	Academic Senate	Provost	Term Effective
Plant Protection Science Concentration, BS Agricultural and Environmental Plant Sciences	Recommended for approval 2/5/15	On consent agenda for 3/3/15meeting		Summer 2015
RPTA 201 Sociocultural Dimensions of Work and Leisure (4), 4 lectures, GE D3	Recommended for approval 2/2/15	On consent agenda for 3/3/15meeting		Summer 2015

- VI. **Business Item(s):**
- A. **Resolution on Exceptions to Scheduling Class Time Conflicts:** Dustin Stegner, chair of Instruction Committee, second reading (pp. 5-7).
  - B. **Resolution on Changes to the Bylaws of the Academic Senate:** Gary Laver, Academic Senate Chair, first reading (pp. 8-12).
  - C. **Resolution on Information Request About Contract Ratification Votes:** Manzar Foroohar, Statewide Senator, first reading (p. 13).
  - D. **Resolution on Changes in Academic Senate Grants Review Committee Membership and Responsibilities:** Jeanine Scaramozzino, chair of Grants Review Committee, first reading (pp. 14-16).
  - E. **Resolution on Approving Assessment Process for Courses Meeting Sustainability Learning Objectives:** David Braun, chair of Sustainability Committee, first reading (pp. 17-33).
- VII. **Discussion Item(s):**
- VIII. **Adjournment:**

**CALIFORNIA POLYTECHNIC STATE UNIVERSITY**  
**San Luis Obispo, California 93407**  
**ACADEMIC SENATE**

**Minutes of the**  
**Academic Senate Meeting**  
**Tuesday, February 10, 2015**  
**UU 220, 3:10 to 5:00pm**

- I. Minutes: M/S/P to approve the Academic Senate minutes from January 13, 2015.
- II. Communication(s) and Announcement(s): Laver spoke on the first installment of the agreement with the Vice President for Administration and Finance office to have a list sent over every year with the number of MPPs there are on campus.
- III. Reports:
- A. **Academic Senate Chair:** none.
- B. **President's Office:** none.
- C. **Provost:** none.
- D. **Vice President for Student Affairs (Humphrey):**
- Attending CSU system Title IX training today and Wednesday, where many of Cal Poly's education and response efforts are being highlighted as best practices for all campuses to adopt.
  - Conversations continue with the leadership of fraternities and sororities around the current social probation, and the need for our students to develop an actionable plan that outlines education efforts and immediate and long term steps to improve party management practices.
  - The Health Center is reaching capacity every day close to 2pm, so please encourage students who want to be seen to come early. Students who arrive after capacity has been reached with major concerns are still able to be seen after hours.
  - Dr. Tim Archie, a Cal Poly alum, has been appointed Student Affairs first Director of Assessment and Research. Dr. Archie will help measure the impact of student affairs programs and services on academic performance, persistence and graduation along with program specific learning outcomes. He will also participate in data analysis for key institutional priorities like WASC and the Master Plan Update. Dr. Archie begins in late March.
- E. **Statewide Senate (Foroohar/LoCascio):** Foroohar reported on the resolutions from the statewide meetings last month. The first resolution asks the Chancellor's Office to look at the academic freedom policy from 1971 and revise it. Another resolution that was passed unanimously asks the campus Senates to look at policy and encourage part time faculty to take part in shared governance. HR reported that recruitment numbers are up, but the density of tenure track faculty is still dropping. LoCascio reported on his meetings where they discussed community college offering bachelor's degrees, what the definition of an upper division GE course is, and decided that if California adopts Common Core, the minimum requirement to enter the CSU is the minimum requirement to graduate high school, which requires intermediate algebra.
- F. **CFA Campus President:** none.
- G. **ASI Representative (Sullivan):** The Board of Trustees approved the Student Involvement and Representation Fee, which requires students to pay a voluntary four

dollar fee to fund the CSSA unless they go through the process to opt out. At the last Board of Directors meeting, the Board passed a proposal to put aside a sizable amount of money toward a weeklong event on sexual assault and prevention.

IV. Consent Agenda:

All items listed in the following link were approved by consensus:

<http://registrar.calpoly.edu/summaries-2015-17-catalog-changes>

V. Special Reports:

A. **New Registration Rotation System:** Cem Sunata, Registrar, spoke on the process of how the new registration system works. His presentation can be found at: [http://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/acadsen\\_comm\\_reports/yearend14-15/New%20Registration%20Rotation%20System.pdf](http://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/acadsen_comm_reports/yearend14-15/New%20Registration%20Rotation%20System.pdf)

B. **Review of WASC Interim Report:** Bruno Giberti, Department of Architecture, gave an overview of the information that will be on the WASC Interim Report. His presentation can be found at: [http://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/acadsen\\_comm\\_reports/yearend14-15/WASC%20Presentation%20AS%202.10.15.pdf](http://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/acadsen_comm_reports/yearend14-15/WASC%20Presentation%20AS%202.10.15.pdf)

VI. Business Item(s):

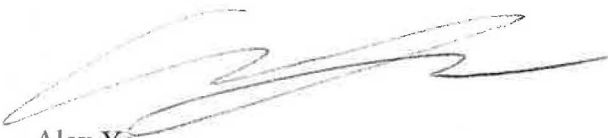
A. **Resolution on Exceptions to Scheduling Class Time Conflicts:** Dustin Stegner, chair of the Instruction Committee, spoke on a resolution that develops policy on how the Office of Registrar handles exceptions to scheduling class time conflicts. The resolution was discussed and will return as a second reading.

VII. Discussion Item(s):

The proposal on making ARCH 131/132/133 count as GE D4 was discussed. Both Michael Lucas, College of Architecture and Environmental Design's Associate Dean, and Brenda Helmbrecht, chair of the General Education Governance Board, spoke on behalf of their respective sides of the proposal. The Academic Senate Curriculum Appeals Committee will discuss the information provided and will submit a decision to approve, disapprove, or return the items to committee.

VIII. Adjournment: 5:08 pm

Submitted by,



Alex Ye  
Academic Senate Student Assistant



# INTERNATIONALIZING CAL POLY (RE-)STARTING THE CONVERSATION

ACADEMIC SENATE | MARCH 3, 2015

Cal Poly's vision for internationalization is to provide foundational experiential learning, teaching, service and scholarship opportunities at home and abroad that will best equip graduates and the campus community at large to solve complex global challenges sustainably, ethically and inclusively.

Learn by Doing in a global context drives students, faculty and staff to critically evaluate themselves, their own cultures, their values and place in the world. It promotes growth in character, ability to handle ambiguity, reflexive and relative thinking, and ultimately, greater personal fulfillment. It fuels informed global systems thinkers and doers, and activates Cal Poly students to be positive forces in the world.

Cal Poly will become internationally recognized as a premier comprehensive polytechnic university that:

- Makes evident its commitment to internationalization in its mission and vision statements.
- Brings the world to Cal Poly and Cal Poly to the world through hiring internationally recognized faculty, maintaining standards of excellence in international programming, and empowering Cal Poly international students and students studying abroad to succeed.
- Provides educational opportunities to develop global literacy through promoting proficiency in non-native languages at home and abroad and fostering world views that embrace openness, creativity and respect.
- Develops strategic international partnerships and new programming that meet the needs of diverse campus constituencies and that support destinations and disciplines underrepresented in study abroad.
- Infuses the curriculum with globally relevant content and facilitates classroom dialogue that encourages cross-cultural understanding.
- Incentivizes global engagement through international research, professional development, and service opportunities for students, faculty and staff, and offers recognition for such engagement.

Adopted:

**ACADEMIC SENATE  
of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA**

**AS-\_\_\_-15**

**RESOLUTION ON EXCEPTIONS TO SCHEDULING CLASS TIME CONFLICTS**

1 WHEREAS, The current university policy on time conflicts is that "Students may not enroll in  
2 two classes that meet at the same time"  
3 (<http://www.catalog.calpoly.edu/academicstandardsandpolicies/registration/>); and  
4

5 WHEREAS, Certain class time conflicts have no practical effect (for instance, "ghost labs" or  
6 some senior project courses), but in other cases conflicts may arise in order for  
7 students to fulfill their major degree requirements; and  
8

9 WHEREAS, The Registrar's office has created guidelines for approving time conflicts; and  
10 ~~WHEREAS,~~ departments and areas give students permission to enroll in two courses that have  
11 a time conflict without a university-wide policy approved by the Academic  
12 Senate; therefore, be it  
13

14 RESOLVED: That the Academic Senate approve the following policy on scheduling class time  
15 conflicts:  
16

17 "Students may not enroll in two classes that meet at the same time; without the  
18 approval of all affected faculty, the student's home department or area chair, and  
19 the student's home college dean or representative," and be it further ~~except in the~~  
20 ~~following cases:~~

- 21 • ~~Music ensemble courses (examples from the 2013-15 catalog include MU 170~~  
22 ~~and MU 370);~~
- 23 • ~~Courses that do not meet at their regularly scheduled times (examples from~~  
24 ~~the 2013-15 catalog include senior project courses, POLS 111, SCM 150);~~
- 25 • ~~Students who have registered for a course with a lecture/laboratory~~  
26 ~~combination, but who have already passed the laboratory component of the~~  
27 ~~course (so-called "ghost labs") and have a time conflict with the scheduled~~  
28 ~~laboratory time;~~
- 29 • ~~Undergraduate students who, in order to facilitate graduation, have no other~~  
30 ~~option, are within three quarters of graduation, and, in the process, do not~~  
31 ~~circumvent other University policies, procedures, or deadlines;~~
- 32 • ~~Graduate students who, in order to facilitate graduation, have no other option,~~  
33 ~~and, in the process, do not circumvent other University policies, procedures,~~  
34 ~~or deadlines."; and be it further~~  
35

36 ~~RESOLVED: That the scheduled course conflict needs to be approved by all affected faculty,~~  
37 ~~the student's home department or area chair, and the student's home college dean~~  
38 ~~or representative.~~

41 RESOLVED: That faculty are encouraged to use the attached "Possible Exceptions for  
42 Scheduling Class Time Conflicts" as a guideline for approving class time  
43 conflicts; and be it further

45 RESOLVED: That the Academic Senate designate the Instruction Committee as responsible for  
46 revisions to these guidelines, subject to approval by the Academic Senate  
47 Executive Committee, and be it further

49 RESOLVED: That this policy and related materials be available on a website hosted by  
50 Academic Programs.

Proposed by: Academic Senate Instruction Committee

Date: December 8, 2014

Revised: February 24, 2015

## POSSIBLE EXCEPTIONS FOR SCHEDULING CLASS TIME CONFLICTS

- Music ensemble courses (examples from the 2013-15 catalog include MU 170 and MU 370).
- Courses that do not meet at their regularly scheduled times (examples from the 2013-15 catalog include senior project courses, POLS 111, SCM 150).
- Students who have registered for a course with a lecture/laboratory combination, but who have already passed the laboratory component of the course (so-called “ghost labs”) and have a time conflict with the scheduled laboratory time.
- Students who have registered for a course with a lecture/laboratory combination and have a time conflict with the scheduled laboratory time, but who can complete the laboratory component with another section of the course.
- Undergraduate students who, in order to facilitate graduation, have no other option, are within three quarters of graduation, and, in the process, do not circumvent other University policies, procedures, or deadlines.
- Graduate students who, in order to facilitate graduation, have no other option, and, in the process, do not circumvent other University policies, procedures, or deadlines.

Adopted:

**ACADEMIC SENATE  
of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA**

**AS-\_\_-15**

**RESOLUTION ON CHANGES TO THE  
BYLAWS OF THE ACADEMIC SENATE**

**RESOLVED:** That the Bylaws of the Academic Senate be modified as shown on the attached copy.

Proposed by: Academic Senate Executive Committee  
Date: December 30, 2014  
Revised: January 7, 2015

## CHANGES TO THE BYLAWS OF THE ACADEMIC SENATE

### 1— Page 10

#### IV. OFFICERS

##### A. OFFICERS POSITIONS

##### 3. Secretary

The Secretary or designee shall record the minutes of all Senate and Executive Committee meetings and shall provide copies of these minutes to all senators in the case of Senate meetings and to all Executive Committee members in the case of Executive Committee meetings. The Secretary or designee shall provide written notice of meetings to the appropriate faculty and shall handle correspondence of the Academic Senate. The Secretary or designee shall create ~~three copies~~ a paper copy of the minutes of all meetings ~~one for the Chair, one to be passed to the library, and one to be filed in the Academic Senate office~~ and a digital copy to be filed with Digital Commons and posted on the Academic Senate website. The Secretary shall have available at each Senate meeting a current file of the actions of the Senate and a copy of the constitution and bylaws.

RATIONALE: Wording change to conform Bylaws to present practice.

### 2— Page 15

#### VIII. COMMITTEES

##### H. COMMITTEES

2. Curriculum (and its subcommittees: Curriculum Appeals Committee, ~~Graduate Programs Subcommittee~~, and U.S. Cultural Pluralism Subcommittee)

RATIONALE: Subcommittee was dissolved on 10.29.13 by resolution AS-770-13.

### 3— Page 16

#### VIII. COMMITTEES

##### I. COMMITTEE DESCRIPTIONS

1. Budget & Long-Range Planning Committee
  - (a) Membership

Ex officio members shall be the Provost/Vice President for Academic Affairs or designee, the Vice President for Administration and Finance or designee, and an ASI representative.

RATIONALE: Editorial change to conform to unit name.

**4— Page 16**

VIII. COMMITTEES

I. COMMITTEE DESCRIPTIONS

2. Curriculum Committee

(a) Membership

College representatives shall be either the current chair or a current member of their college curriculum committee. The Professional Consultative Services representative shall be an academic advisor from one of the colleges. Ex officio members shall be the ~~Provost/Vice President for Academic Affairs~~ Associate Vice Provost for Academic Programs and Planning or designee, the ~~Dean of Research~~ Director of Graduate Education or designee, the Vice Provost for Information Services/Chief Information Officer or designee, a representative from the Office of the Registrar, and an ASI representative.

RATIONALE: Academic Senate Curriculum Committee membership formally includes ex officio graduate representation via the Director of Graduate Education.

**5— Page 17**

VIII. COMMITTEES

I. COMMITTEE DESCRIPTIONS

2. Curriculum Committee

(b) Responsibilities

Graduate Programs Subcommittee

~~There will be a standing subcommittee of the Academic Senate Curriculum Committee responsible for the review of proposals for new/revised graduate courses and programs. The Graduate Programs Subcommittee shall not be comprised of a subset of the Curriculum Committee members, but instead, the subcommittee shall include one faculty member from each college with experience in graduate level teaching and supervision, the chair of the Academic Senate Curriculum Committee (or a designee of the chair), and as an ex officio member, the Dean of Research. The Graduate Programs Subcommittee will forward recommendations regarding graduate courses and programs to the Academic Senate Curriculum Committee, which will consider them before making its recommendations to the Academic Senate.~~

RATIONALE: Subcommittee was dissolved on 10.29.13 by resolution AS-770-13.

**6— Page 17**

VIII. COMMITTEES

I. COMMITTEE DESCRIPTIONS

3. Distinguished Scholarship Awards Committee

(a) Membership

General Faculty representatives should include former recipients of the Distinguished Scholarship Award. Ex officio members shall be ~~the Dean of Research~~ one representative, from the Office of Research, appointed by the Provost/Vice President for Academic Affairs and two ASI representatives—one undergraduate and one graduate student.

RATIONALE: Editorial change to conform to unit name.

**7— Page 18**

VIII. COMMITTEES

I. COMMITTEE DESCRIPTIONS

4. Distinguished Teaching Awards Committee  
(a) Membership

General Faculty representatives should be former recipients of the Distinguished Teaching Award. If no prior Distinguished Teaching Award recipients from a particular college are available and willing to serve, the Executive Committee in consultation with the Distinguished Teaching Awards Committee chair may appoint a faculty member from that college who has a clear and compelling record of sustained, outstanding instructional performance. Ex officio members shall be ~~the Dean of Research and Graduate Programs~~ and two ASI representatives. These will have at least junior standing and will have completed at least three consecutive quarters and 36-quarter units at Cal Poly with at least a 3.0 grade point average.

RATIONALE: Earlier versions of Bylaws didn't have this position as an ex officio member.

**8— Page 19**

VIII. COMMITTEES

I. COMMITTEE DESCRIPTIONS

7. General Education Governance Board  
(a) Membership

(2) The GEGB will also include one representative from the Office of the Registrar (ex officio, nonvoting) and one representative from Academic Programs and Planning (ex officio, nonvoting).

RATIONALE: Editorial change to conform to unit name.

**9— Page 21**

VIII. COMMITTEES

I. COMMITTEE DESCRIPTIONS

9. Instruction Committee  
(a) Membership

Ex officio members shall be the Provost/Vice President for Academic Affairs or designee, ~~the Vice Provost for Information Services/Chief Information Officer or designee~~, a representative from CTLT, a representative from the Office of the Registrar, and an ASI representative.

RATIONALE: With CTLT's move to Academic Programs and Planning, Information Services does not have anyone appropriate to serve on this committee.

**10— Page 22**

VIII. COMMITTEES

I. COMMITTEE DESCRIPTIONS

11. Sustainability Committee

(a) Membership

Ex officio members shall be the Provost/Vice President for Academic Affairs or designee, the Vice President for Administration and Finance or designee, Ex officio members shall be the Associate Vice Provost for Programs and Planning or designee, the Director of Facilities Planning or designee, the Manager Associate Director of Sustainable Energy and Utilities, one academic dean or Associate Dean, and two ASI representatives.

RATIONALE: Editorial change to conform to unit name.

**11— Page 23**

VIII. COMMITTEES

I. COMMITTEE DESCRIPTIONS

11. Sustainability Committee

(b) Responsibilities

The Sustainability Committee shall inform and support the activities of other committees who scope encompasses environmental responsibility. The Sustainability Committee shall make recommendations to the Academic Senate, as appropriate, regarding the provisions of the Talloires Declaration (AS-622-04) and the CSU Sustainability Policy.

RATIONALE: Clarification of responsibilities.

Adopted:

**ACADEMIC SENATE  
of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA**

**AS-\_\_\_-15**

**RESOLUTION ON INFORMATION REQUEST ABOUT CONTRACT  
RATIFICATION VOTES**

1 WHEREAS, The Academic Senate and the California Faculty Association (CFA) are the two  
2 main representatives of the CSU faculty; and  
3

4 WHEREAS, As faculty, we always stand for, and teach our students the value of, transparency  
5 and democracy; and  
6

7 WHEREAS, The CFA statewide leadership has refused to respond to repeated requests from  
8 the faculty to share information on the recent ratification vote of the new contract;  
9 therefore be it  
10

11 RESOLVED: That the Cal Poly Academic Senate urge the statewide CFA leadership to respond  
12 to the faculty requests for detailed information on voting results (i.e., breakdown  
13 of votes for each campus and by different categories of faculty such as  
14 tenured/tenure track vs. non-tenure); and be it further  
15

16 RESOLVED: That the Academic Senate urge CFA statewide leadership to commit to the  
17 principles of transparency and meaningful consultation with union members in  
18 future negotiations and in the overall management of union affairs; and be it  
19 further  
20

21 RESOLVED: That this resolution be distributed to the ASCSU Executive Committee, campus  
22 Senate chairs, CFA statewide Board of Directors, and CFA chapter presidents.

Proposed by: Academic Senate Executive Committee  
Date: January 30, 2015

Adopted:

**ACADEMIC SENATE**  
**of**  
**CALIFORNIA POLYTECHNIC STATE UNIVERSITY**  
**San Luis Obispo, CA**

**AS-\_\_-15**

**RESOLUTION ON CHANGES IN ACADEMIC SENATE  
GRANTS REVIEW COMMITTEE MEMBERSHIP AND RESPONSIBILITIES**

**Background:**

During fall quarter 2014, the Academic Senate asked the Grants Review Committee to review the Bylaws of the Academic Senate to reflect any revisions or changes to campus policies surrounding the committee and provide any recommendations for change to the Senate office by spring 2015. In response to this charge, the Academic Senate Grants Review Committee has recommended the following modifications in the selection of its membership, the members of the committee, and its responsibilities.

1    WHEREAS,    The Chancellor's Office guidelines for their Research, Scholarship, and  
2                    Creative Activity funds state, that the majority of the committee membership  
3                    developing the plan for the distribution of funding "shall be elected faculty  
4                    members elected by the probationary and tenured faculty or who shall be  
5                    members of an existing elected committee." Current practice does not  
6                    conflict with this statement; and  
7

8    WHEREAS,    The Grants Review Committee is the only committee that is listed as  
9                    following Bylaws section III Voting and Election Procedures for the *election*  
10                   of committee members. The current practice on campus is the appointment  
11                   of committee members, like all other standing committees, as outlined in  
12                   Bylaws section VIII.B: "During spring quarter, each caucus shall convene to  
13                   nominate candidates from that college or Professional Consultative Services  
14                   to fill committee vacancies occurring for the next academic year. These  
15                   nominations shall be taken to a meeting of the Executive Committee before  
16                   the June regular meeting of the Senate. The Executive Committee shall  
17                   appoint members to standing committee vacancies from these lists."  
18                   Additionally, the current practice of the membership since 2008 [AS-671-  
19                   08] is that the Grants Review Committee shall include one voting General  
20                   Faculty representative from each college and Professional Consultative  
21                   Services, and a graduate student ASI representative and the Dean of  
22                   Research or designee as ex officio members; and  
23

24    WHEREAS,    The responsibilities have been reworded to allow for the regularly evolving  
25                   nature of grant programs, grant funding, and the like, and to reflect  
26                   additional responsibilities that have been given to the committee but are not  
27                   reflected in the current Bylaws of the Academic Senate, therefore be it  
28

29    RESOLVED:    That to accurately reflect the practices of the Academic Senate we suggest:  
30                   The removal of the mention of the Grants Review Committee from Bylaws of  
31                   the Academic Senate I.B.8.C, III, and IX.A.4, and the rewording of VIII.I.8.a  
32                   Membership and VIII.I.8.b. Responsibilities AS INDICATED IN THE  
33                   ATTACHMENT.

Proposed by: Grants Review Committee  
Date: February 19, 2015

**ATTACHMENT TO  
RESOLUTION ON CHANGE IN ACADEMIC SENATE  
GRANTS REVIEW COMMITTEE MEMBERSHIP**

**REMOVE**

I. INTRODUCTION

B. DEFINITIONS

8. Voter Eligibility

Voting members of the General Faculty as specified in Article I of the constitution are eligible to vote for:

- (a) senators from colleges or Professional Consultative Services.
- (b) CSU academic senators.
- ~~(c) members to the Grants Review Committee.~~
- ~~(d)~~ (c) consultative committees as needed.

III. VOTING AND ELECTION PROCEDURES

Elections shall be held for membership to the Academic Senate, Senate offices, Academic Senate CSU, ~~Grants Review Committee~~, appropriate recall elections for the preceding as per Section IX of these bylaws, and ad hoc committees created to search for such university positions as president, provost, vice presidents, college deans, and similar type administrative positions.

IX. RECALL OF ELECTED REPRESENTATIVES

A. APPLICATION

The procedures for recall shall apply to:

- 1. Elected members of the Academic Senate, California Polytechnic State University;
- 2. Officers of the Academic Senate, California Polytechnic State University;
- 3. Elected representatives to the Academic Senate, California State University;
- and
- ~~4. Members to the Grants Review Committee.~~

## **REWORDING**

### **VIII. COMMITTEES**

#### **I. COMMITTEE DESCRIPTIONS**

#### **8. Grants Review**

##### **(a) Membership**

- (1)** Pursuant to the Chancellor's Office guidelines for the State Faculty Support Grants (SFSG), [AA-2006-25], a majority of the membership shall consist of elected faculty members elected by the probationary and tenured faculty. Pursuant to AS-XXX-15, Resolution on Change in Academic Senate Grants Review Committee Membership Election (Bylaws section VIII.I.8.(a)(1) the Academic Senate Executive Committee appoints the voting members of the committee.
- (2)** Ex officio members shall be the Dean of Research or designee and an ASI representative. The ASI representative must be a graduate student.
- (3)** No member of the Grants Review Committee is eligible to apply for any grant, leave, or award program administered by the committee while serving on the committee.

##### **(b) Responsibilities**

- ~~**(1)** In coordination with the Research, Scholarship and Creative Activities Committee, the Grants Review Committee shall develop and recommend policies and procedures for the review of grant proposals referred to it, including the State Faculty Support Grants (SFSG).~~
- ~~**(2)** Receive and evaluate requests for State Faculty Support Grants and make recommendations for funding, when appropriate, to the Dean for Research.~~
- ~~**(3)** Make recommendations concerning the funding of other internal grants when appropriate.~~
- ~~**(4)** Evaluate requests for special leaves for research or creative activity and, when appropriate, rank order them for consideration and transmit this ranking through the Academic Senate Chair to the President.~~
- (1)** The Grants Review Committee will develop policies and procedures for the review of grant proposals referred to it, including but not limited to those funded through the Chancellor's Research, Scholarship, and Creative Activity allocations.
- (2)** The Grants Review Committee will make recommendations to the Dean of Research concerning the funding of other internal grants subject to review by the source of funding.
- (3)** The Grants Review Committee will develop policies and procedures for the selection of Cal Poly State University student delegates to the system-wide CSU Student Research Competition.
- (4)** The Grants Review Committee will evaluate both the oral and written presentations of students and select the delegates for the system-wide CSU Student Research Competition.

Adopted:

**ACADEMIC SENATE  
of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA**

**AS-\_\_\_\_-15**

**RESOLUTION ON APPROVING ASSESSMENT PROCESS FOR COURSES  
MEETING SUSTAINABILITY LEARNING OBJECTIVES**

- 1 WHEREAS, Resolution AS-787-14 "Resolution on Sustainability", directs the Academic Senate  
2 Sustainability Committee to develop a list of classes based on a revised Senate accepted  
3 assessment process that meet the Sustainability Learning Objectives; therefore be it  
4  
5 RESOLVED: That the Academic Senate approve the attached document "Draft Process to Vet  
6 Sustainability Courses for SUSCAT" as a Senate accepted assessment process.

Proposed by: Sustainability Committee  
Date: January 12, 2015

## Draft Process to Vet Sustainability Courses for Suscat

AS-787-14 resolved “That the Academic Senate Sustainability Committee be directed to develop a list of classes based on a revised Senate accepted assessment process that meet the Sustainability Learning Objectives.” In responding to this resolution, the Academic Senate Sustainability Committee (ASSC) made progress during Fall quarter 2014 by following a simplified Engineering Design Process Flow. Stated in a somewhat simplified manner, the Engineering Design Process uses the following steps:

1. Identify the process stakeholders
2. Define the stakeholders' needs
3. Translate the stakeholders' needs into requirements and specifications
4. Design a process to meet the requirements and specifications
5. Implement and test the Policy.

Figure 1 shows the intended process development and application timeline.

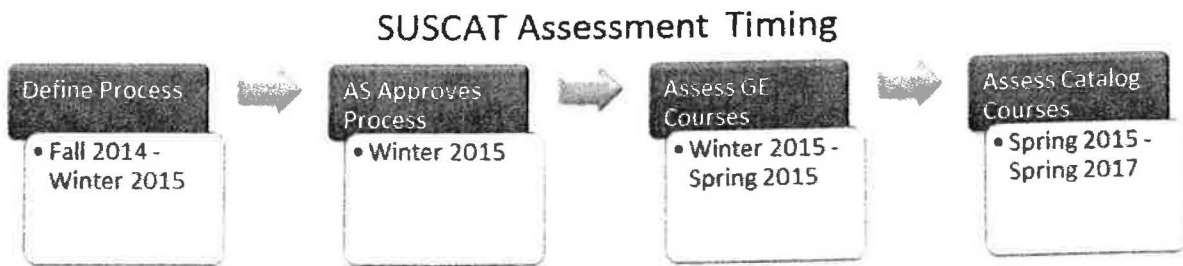


Figure 1 SUSCAT Assessment Timeline

During Fall quarter 2014 and January 2015, the process moved through steps 1, 2, 3, and 4, informed by feedback received from key stakeholders. This document contains the results of steps 1–4.

### 1. Identify the process stakeholders

The process should meet the needs of several stakeholders:

1. Faculty and department heads who teach sustainability courses and want them listed on SUSCAT
2. Students who want to take sustainability courses
3. Faculty and staff who implement the policy by performing the review
4. Faculty and staff who maintain SUSCAT
5. The Academic Senate, Academic Senate Curriculum Committee, and the GE Governance Board
6. Academic Advisors
7. CSU Administrators
8. Faculty and department heads who would like to teach sustainability but don't know how.

## 2. Define the stakeholders' needs

Table I identifies stakeholders associated with the assessment process and their needs. The third column indicates a check, if the currently defined process meets those stakeholder needs. The current process does meet almost all needs listed for the stakeholders. Because of strong objections expressed to flagging sustainability courses either in the catalog or on PASS, the currently defined process doesn't meet those needs. Rather, it describes how to identify courses to list on the SUSCAT website, [suscat.calpoly.edu](http://suscat.calpoly.edu).

Table I Stakeholder Needs Assessment

Stakeholder	Needs	Met?
Faculty and department heads who teach sustainability courses and want them listed on SUSCAT	<ol style="list-style-type: none"> <li>1. Simple and convenient process.</li> <li>2. Reproducible process</li> <li>3. Can appeal decision.</li> </ol>	✓
Students who want to take sustainability courses	<ol style="list-style-type: none"> <li>1. Reproducible process.</li> <li>2. Process should identify all relevant sustainability courses.</li> <li>3. Should see results in catalog and PASS.</li> </ol>	✓ ✓ X
Faculty and staff who implement the policy by performing the review	<ol style="list-style-type: none"> <li>1. Simple and convenient process.</li> <li>2. Reproducible process.</li> </ol>	✓
Faculty and staff who maintain SUSCAT	<ol style="list-style-type: none"> <li>1. Easy to update.</li> <li>2. Automatically delist defunct courses.</li> <li>3. Automatically become aware of new course.</li> </ol>	✓
The Academic Senate, Academic Senate Curriculum Committee, and the GE Governance Board	<ol style="list-style-type: none"> <li>1. Reproducible process.</li> <li>2. Serves students and faculty.</li> <li>3. Serves curricular needs.</li> <li>4. Serves course and catalog administrative needs.</li> </ol>	✓
Academic Advisors	<ol style="list-style-type: none"> <li>1. Reproducible process.</li> <li>2. Process should identify all relevant sustainability courses.</li> <li>3. Should see results in catalog and PASS.</li> </ol>	✓ ✓ X
CSU Administrators	<ol style="list-style-type: none"> <li>1. Report data on percentage of classes &amp; number of classes meeting each Sustainability Learning Objective [SLO]</li> </ol>	X
Faculty and department heads who would like to teach sustainability courses but don't know how.	<ol style="list-style-type: none"> <li>1. Clear Instructions</li> </ol>	✓

### 3. Translate the stakeholders' needs into requirements and specifications

In order to develop process requirements and specifications from the stakeholder needs, the ASSC relied heavily on lessons learned from its review of GE courses in 2012. For the 2012 review, the ASSC developed a rubric to use to evaluate whether courses achieve at least two of the Sustainability Learning Objectives [SLOs]. Each college representative to the ASSC applied the rubric to the GE courses from their college, obtaining input from the ASSC, as necessary. During the 2012 GE course pilot assessment, the ASSC learned the following lessons:

1. Based on the title and catalog description, many or most courses clearly DO NOT achieve at least two SLOs.
2. Based on the title, catalog description, and course proposal, some courses clearly DO achieve at least two SLOs.
3. Based on the title, catalog description, and course proposal, some courses MAY or MAY NOT achieve at least two SLOs. This is a small group.
4. A relatively small fraction of GE courses achieve at least two SLOs.
5. Only list courses in which students achieve at least two SLOs regardless of the instructor.
6. A two-part rubric covered the above cases. One part used title and catalog description only. The other part relied on a course proposal form, course modification form, ABET or other detailed Syllabus, and/or Expanded Course Outline.

After significant deliberations prior to the 2012 GE course pilot assessment, during a 2012 inter-rater norming exercise, after the 2012 course pilot assessment, during a Fall 2014 inter-rater norming exercise, and during its Fall 2014 and Winter 2015 meetings, the ASSC arrived at the SUSCAT Evaluation Rubric shown in Figure 2. It represents version 10, and it contains elements gleaned from multiple sources. Most notably, two sources informed the rubric creation and evolution:

1. The 2011 University Expository Writing Rubric,  
Available: <http://ulo.calpoly.edu/content/writing-proficiency-assessment>, and  
[http://content-calpoly-edu.s3.amazonaws.com/ulo/1/documents/university\\_writing\\_rubric.pdf](http://content-calpoly-edu.s3.amazonaws.com/ulo/1/documents/university_writing_rubric.pdf)
2. Association of American Colleges & Universities, *VALUE (Valid Assessment of Learning in Undergraduate Education) Rubric Development Project*, 2007-2009,  
Available: <http://www.aacu.org/value/rubrics>

During the 2012 GE course pilot assessment, the ASSC agreed that a course meeting two or more SLOs met the threshold for listing. Further deliberations during Fall 2014 reveal that the ASSC still agrees with this threshold, but with an important caveat. Just having students learn about two or more SLOs in a minimal fashion does not suffice. Meaningful sustainability learning should take place, and the revised rubric seeks to measure meaningful learning in two ways:

1. Students should achieve multiple SLOs during the course, and
2. Students achieve the SLOs during a meaningful fraction of the course.

### Academic Senate Sustainability Committee SUSCAT Evaluation Rubric

Course Prefix & Number      Replace this cell with course Prefix & Number, e.g. GEOG 301

Course Title      Replace this cell with course Title, e.g. Geography of Resource Utilization

Course Description      Replace this cell with course catalog description, e.g. A multicultural, world view of the interconnections of the following resource systems: food, energy, water, and non-fuel minerals. A pervading theme is the sustainability of these systems. 4 lectures. Prerequisite: Completion of GE Areas A, D3. Recommended: Junior standing. Fulfills GE D5 except for Social Sciences majors.

GE Area, if any     

Evaluator name:      Joe Blow

Evaluator User Name:      jblow@calpoly.edu

Initial Assessment Based on Course Title & Description					Points Possible	Points Actual
Yes, the course very likely achieves at least two of the four SLOs.					2	<input type="text"/>
Maybe, the course might achieve one or more SLOs.					1	
No, the course doesn't seem to address the SLOs.					0	
Cal Poly defines sustainability as <i>the ability of natural and social systems to survive and thrive together to meet current and future needs.</i>						
Assessment Based on Course Proposal or Syllabus	Minimal Evidence Score = 0	Threshold Evidence Score = 1	Strong Evidence Score = 2 *	Superior Evidence Score = 3 **	Score	
SLO1: Students define and apply sustainability principles within their academic programs	Syllabus doesn't mention SLO	Syllabus mentions SLO	Syllabus shows SLO student outcomes	Syllabus has SLO as a major course focus	<input type="text"/>	
SLO2: Students explain how natural, economic, and social systems interact to foster or prevent sustainability	Syllabus doesn't mention SLO	Syllabus mentions SLO	Syllabus shows SLO student outcomes	Syllabus has SLO as a major course focus	<input type="text"/>	
SLO3: Students analyze and explain local, national, and global sustainability using a multidisciplinary approach	Syllabus doesn't mention SLO	Syllabus mentions SLO	Syllabus shows SLO student outcomes	Syllabus has SLO as a major course focus	<input type="text"/>	
SLO4: Students consider sustainability principles while developing personal and professional values	Syllabus doesn't mention SLO	Syllabus mentions SLO	Syllabus shows SLO student outcomes	Syllabus has SLO as a major course focus	<input type="text"/>	
<b>Total Score (SLO1 - SLO4)</b>					0	
20% or more of the course covers the SLOs.					Yes/No	<input type="text"/>
<b>Sustainability Course (Score &gt;=6 AND 20% or more sustainability)</b>						No
If course doesn't address the SLOs, could it?					Yes/No	<input type="text"/>

Suggestion(s) how course might address one or more of the SLOs:

Other Comments:

\* A score of 2 requires the syllabus to show SLO student outcomes AND mention the SLO.

\*\* A score of 3 requires the syllabus to have the SLO as a major course focus AND show the SLO student outcomes AND mention the SLO.

Figure 2 SUSCAT Evaluation Rubric

Since many courses only require reviewing the course title and catalog description, the rubric contains a section titled *Initial Assessment Based on Course Title & Description*. Since a small fraction of courses requires more detailed review, the rubric contains a section titled *Assessment Based on Course Proposal or Syllabus*. This section relies on review of at least a course proposal form, course modification form, ABET or other detailed Syllabus, and/or Expanded Course Outline. The SUSCAT Evaluation Rubric uses the term Syllabus generally to refer to the various course descriptions listed in the previous sentence. The rubric does not intend to rely on instructor specific documentation. A possibility exists that such information may prove less easy to access for some courses than for others, so the process leaves reviewers an option to request more information, if desired.

The detailed review examines to what extent the course addresses each SLO based primarily on the evidence provided from the course learning objectives. Figure 3 shows the SLO evaluation scale portion of the rubric. Based how the Syllabus mentions a SLO, shows student outcomes for a SLO, or has a SLO as a major course focus, the scale rates the evidence "Minimal," "Threshold," "Strong," or "Superior" and assigns a corresponding score from 0 to 3 for each SLO. With four SLOs each rated from 0 to 3, the course would receive a score from 0 to 12. The ASSC feels that a total score of 6 represents the minimum score necessary to demonstrate a course achieves multiple SLOs. A course could reach a total score of 6 via several combinations of scores for individual SLOs. For example, two SLOs with superior evidence plus two SLOs showing minimal evidence would give a total score of  $2*3 + 2*0 = 6$ . Or, three SLOs with strong evidence plus one SLO showing minimal evidence would give a total score of  $3*2 + 1*0 = 6$ . Similarly,  $3 + 2 + 1 + 0$  or  $2 + 2 + 1 + 1$  reach the required score of 6.

Additionally, to measure whether SLOs reach a meaningful fraction of the course, the rubric asks whether at least 20% of the course covers the SLOs. The 20% threshold arose from multiple discussions at ASSC meetings before, during, and after the Fall 2014 inter-rater norming exercise. The ASSC reached a consensus that having at least two weeks of a course addressing the SLOs meets its threshold. Combining these goals of meeting multiple SLOs over at least two weeks in the course leads to the rubric's threshold for listing a course on SUSCAT: The total score equals or exceeds 6, and at least 20% of the course covers the SLOs.

Minimal Evidence Score = 0	Threshold Evidence Score = 1	Strong Evidence Score = 2 *	Superior Evidence Score = 3 **
Syllabus doesn't mention SLO	Syllabus mentions SLO	Syllabus shows SLO student outcomes	Syllabus has SLO as a major course focus

Figure 3 SLO Evaluation Scale from SUSCAT Evaluation Rubric

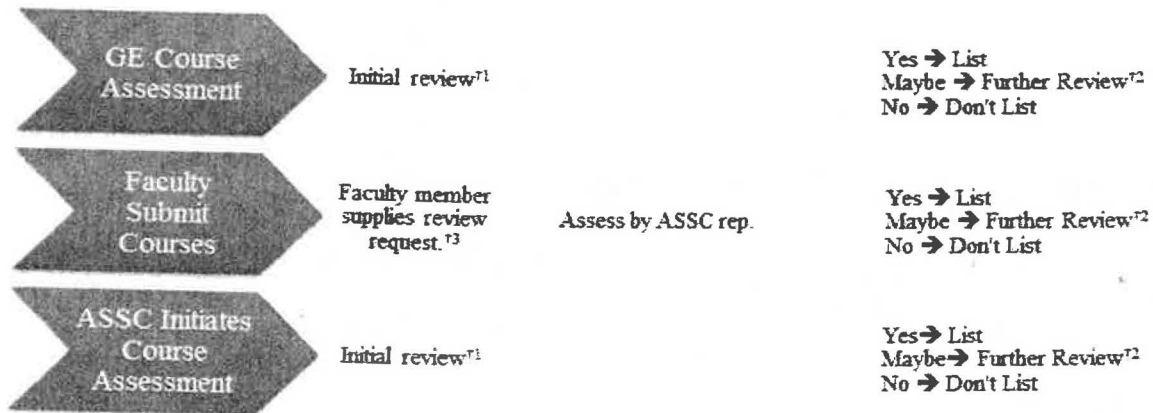
Table II contains and justifies the process specifications as derived from the stakeholder needs and the marketing requirements. In summary, the process expects the ASSC to consider all courses in the catalog for listing on the SUSCAT website, starting with the GE courses and giving expedited reviews as requested for specific courses. The process relies on a variety of course documentation and iterative reviews as necessary to assure quality control and inter-rater reliability. The currently proposed process meets all but two of the marketing requirements.

TABLE II SUSCAT REVIEW POLICY REQUIREMENTS AND SPECIFICATIONS

Marketing Requirements	Specifications	Justification
2	SUSCAT contains any course achieving at least two SLOs (Rubric score $\geq 6$ AND at least 20% of course covers SLOs).	Policy approved by ASSC in 2012 and revised in 2014.
1, 2, 4	The ASSC reviews all GE courses.	Per 2014-2015 ASSC charges.
2, 4, 8, 9, 10, 11	The ASSC must review additional courses.	Policy approved by ASSC in 2014.
1, 2, 3, 4, 6	Faculty may submit SUSCAT review requests for specific courses to the ASSC.	To prevent overlooking a course belonging in SUSCAT.
1, 2, 3, 4, 9	A process exists to handle faculty appeals of initial SUSCAT review decisions.	Provides checks and balances. Encourages inter-rater reliability.
1, 2, 3, 4, 9, 10	The review process may require additional information such as course proposal forms, course modification form, ABET or other detailed Syllabus, and/or Expanded Course Outline.	Title and course description alone may not suffice to identify whether a course meets any of the SLOs.
1, 2, 3, 4, 9, 10, 11	Applicants may justify how a course meets SUSCAT approval criteria.	In case course documentation supplied for SUSCAT review didn't suffice for an accurate review, applicants may submit additional documentation.
4, 8, 9, 10, 11	The ASSC reviews all new courses approved by the ASSC.	To maintain currency.
9, 10, 11	The SUSCAT list appears online.	To make list easily available to all stakeholders.
4, 9, 10	The ASSC communicates decisions to faculty and department heads.	Requested by several stakeholders.
<b>Marketing Requirements</b> <ol style="list-style-type: none"> <li>1. Simple and convenient process.</li> <li>2. Reproducible process</li> <li>3. Can appeal decision.</li> <li>4. Process should identify all relevant sustainability courses.</li> <li>5. <del>Should see results in catalog and PASS.</del> Not specified yet.</li> <li>6. Easy to update.</li> <li>7. Automatically delist defunct courses.</li> <li>8. Automatically become aware of new course.</li> <li>9. Serves students and faculty.</li> <li>10. Serves curricular needs.</li> <li>11. Serves course and catalog administrative needs.</li> <li>12. <del>Report data on percentage of classes &amp; number of classes meeting each SLO</del> Not specified yet.</li> </ol>		

#### 4. Design a process to meet the requirements and specifications

##### SUSCAT Course Assessment Process Draft V4



\*1 The ASSC representative reviews course number, title, and catalog descriptions in their college to determine a list of maybe and no courses.

\*2 Further review in case of "Maybe" means the ASSC has three other ASSC faculty members evaluate the application in detail. Two or more yeses → yes. One yes and two maybes → yes. Other combinations → no. The ASSC may request more info. if desired.

\*3 The review request contains the course number, title, catalog description and an explanation how the course meets at least two SLOs, accompanied by sufficient documentation (course proposal form, course modification form, ABET or other detailed Syllabus, and or Expanded Course Outline) to support the case.

Figure 4 SUSCAT Course Assessment Process Draft V4

## SUSCAT Course Appeals Process

A faculty member may appeal a yes or no assessment decision to the ASSC by sending an email with their reasoning to the ASSC Chair. The Chair assigns five ASSC faculty members to assess the course in detail. Three or more yeses → yes.

Figure 5 SUSCAT Course Appeals Process

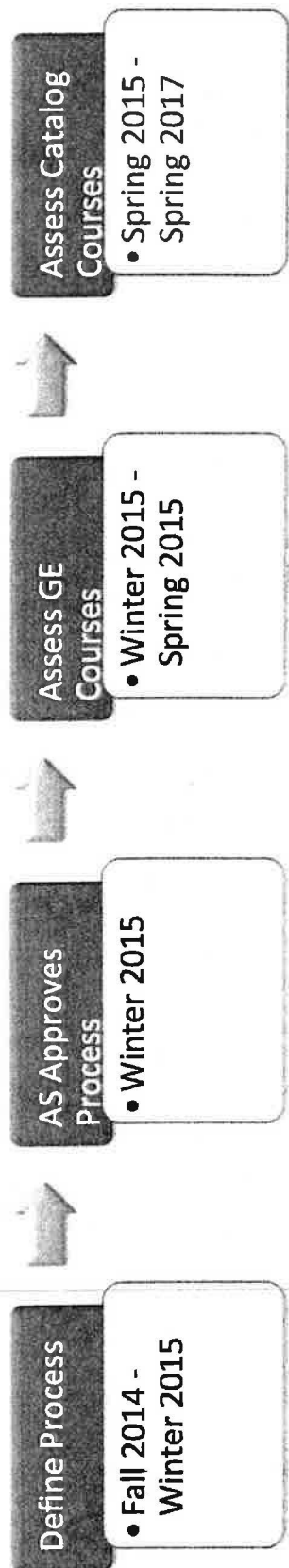
### Listing SUSCAT GE Courses on GE Website – Details

1. Obtain permission from GE Chair, Brenda Helmbrecht, to tag courses on GE web site
2. Communicate with Department Chair/Faculty about sustainability courses to list on GE web site (Draft letter available)
3. Advise Curriculum Committee
4. Advise Academic Senate/Executive Committee
5. Communicate to campus/students

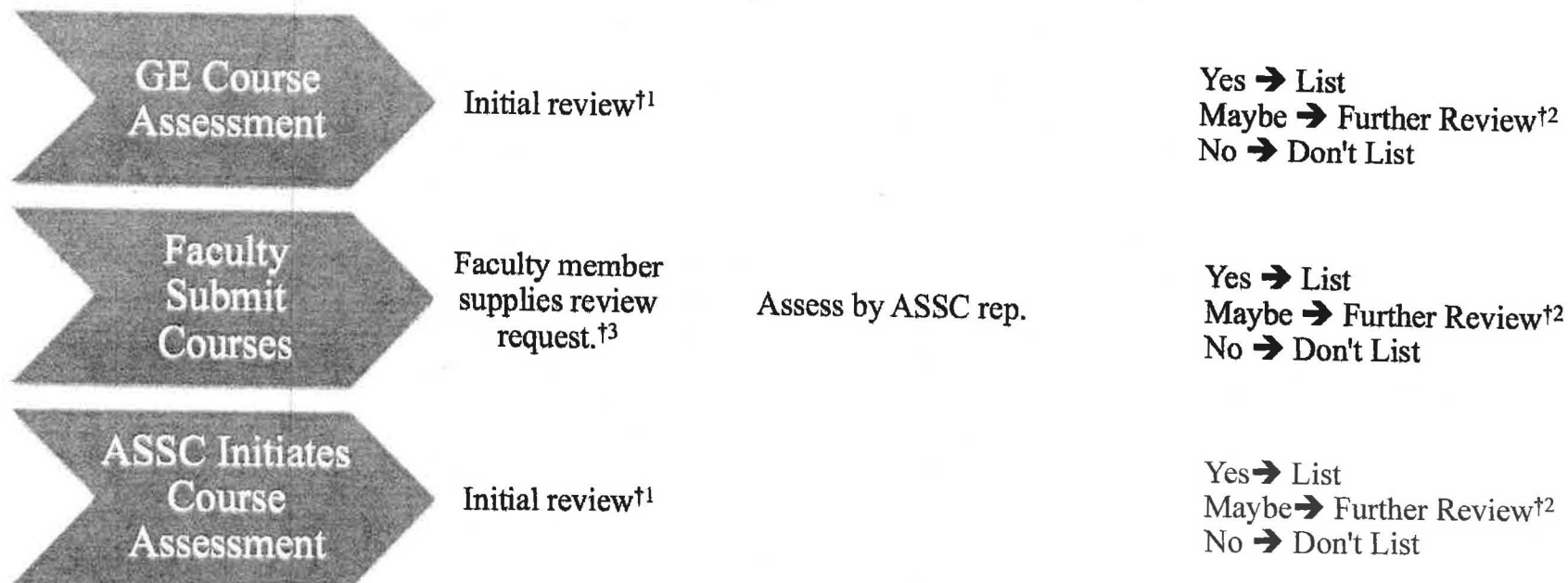
### Listing SUSCAT Courses on SUSCAT – Details

1. ASSC updates the SUSCAT course list quarterly.
2. ASSC sends updated list to Miles Clark quarterly.
3. Miles Clark updates <http://suscat.calpoly.edu/>

## SUSCAT Assessment Timing



## SUSCAT Course Assessment Process Draft V4



†1 The ASSC representative reviews course number, title, and catalog descriptions in their college to determine a list of maybe and no courses.

†2 Further review in case of “Maybe” means the ASSC has three other ASSC faculty members evaluate the application in detail. Two or more yeses → yes. One yes and two maybes → yes. Other combinations → no. The ASSC may request more info, if desired.

†3 The review request contains the course number, title, catalog description and an explanation how the course meets at least two SLOs, accompanied by sufficient documentation (course proposal form, course modification form, ABET or other detailed Syllabus, and/or Expanded Course Outline) to support the case.

## SUSCAT Course Appeals Process

A faculty member may appeal a yes or no assessment decision to the ASSC by sending an email with their reasoning to the ASSC Chair. The Chair assigns five ASSC faculty members to assess the course in detail. Three or more yeses → yes.

### Listing SUSCAT GE Courses on GE Website – Details

1. Obtain permission from GE Chair, Brenda Helmbrecht, to tag courses on GE web site
2. Communicate with Department Chair/Faculty about sustainability courses to list on GE web site (Draft letter available)
3. Advise Curriculum Committee
4. Advise Academic Senate/Executive Committee
5. Communicate to campus/students

### Listing SUSCAT Courses on SUSCAT – Details

1. ASSC updates the SUSCAT course list quarterly.
2. ASSC sends updated list to Miles Clark quarterly.
3. Miles Clark updates <http://suscat.calpoly.edu/>

Adopted: June 3 2014

**ACADEMIC SENATE  
of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA**

**AS-787-14**

**RESOLUTION ON SUSTAINABILITY**

1 WHEREAS, In May 2003, the Academic Senate endorsed the Talloires Declaration; and  
2

3 WHEREAS, In August 2003, President Warren Baker signed the Talloires Declaration; and  
4

5 WHEREAS, Provisions 3 and 4 of the Talloires Declaration focus on educating for  
6 environmentally responsible citizenship and on fostering environmental literacy; and  
7

8 WHEREAS, The University has as one of its University Learning Objectives that graduates of Cal  
9 Poly should "Make reasoned decisions based on an understanding of ethics, a respect for  
10 diversity, and an awareness of issues related to sustainability"; and  
11

12 WHEREAS, The University defined the term sustainability, as part of its Sustainability Learning  
13 Objectives, as being "the ability of the natural and social systems to survive and thrive  
14 together to meet current and future needs"; and  
15

16 WHEREAS, The University's Sustainability Learning Objectives state that students should be able to  
17 "Define and apply sustainability principles within their academic programs"; and  
18

19 WHEREAS, Some Cal Poly students graduate without satisfying the sustainability element of the  
20 University Learning Objectives nor the Sustainability Learning Objectives; and  
21

22 WHEREAS, Cal Poly has a responsibility to ensure that its graduates meet the sustainability  
23 element of the University Learning Objectives and the Sustainability Learning  
24 Objectives; and  
25

26 WHEREAS, Some Cal Poly students will be employed in jobs requiring an understanding of  
27 sustainability; and  
28

29 WHEREAS, There is a need to refine and develop more classes to help students meet the  
30 sustainability element of the University Learning Objectives and to meet the  
31 Sustainability Learning Objectives; and  
32

33 WHEREAS, There is not currently an established system that designates and communicates  
34 whether a class meets the Sustainability Learning Objectives; and

35 WHEREAS, A list of University sustainability classes would be helpful to students and faculty; and  
36

37 WHEREAS, A list of University sustainability classes would be helpful for programs wanting to  
38 incorporate sustainability into their curricula; and  
39

40 WHEREAS, Other CSU campuses currently have lists of sustainability classes and catalog tags for  
41 these classes; and  
42

43 WHEREAS, The Academic Senate Sustainability Committee has developed and tested a procedure to  
44 determine whether a class meets the Sustainability Learning Objectives; therefore be it  
45

46 RESOLVED: That the Academic Senate Sustainability Committee be directed to develop a list of  
47 classes based on a revised Senate accepted assessment process that meet the  
48 Sustainability Learning Objectives and, by extension, the relevant portion of the  
49 University Learning Objectives; and be it further  
50

51 RESOLVED: That faculty should be encouraged to develop new sustainability classes and to modify  
52 existing courses by including sustainability, especially interdisciplinary courses as well  
53 as courses satisfying General Education requirements; and be it further  
54

55 RESOLVED: That the Academic Senate Sustainability Committee in conjunction with the Center for  
56 Teaching, Learning and Technology shall provide support for faculty seeking to teach  
57 classes involving sustainability; and be it further  
58

59 RESOLVED: That the Academic Senate Sustainability Committee be directed to work with student  
60 and campus organizations, as well as Facilities, to identify opportunities to promote  
61 alternative approaches to sustainability education on campus that would further  
62 facilitate students explicitly meeting the learning objectives addressing sustainability.

Proposed by: Sustainability Committee and Josh  
Machamer, Chair of the GE  
Governance Board

Date: April 15, 2014

Revised: May 28, 2014

Revised: June 3, 2014

### **Assessment of Courses as Potentially Satisfying the Sustainability Learning Objectives: The Procedure Used to Assess GE Courses (2012)**

The foundation of the sustainability assessment is the Cal Poly Sustainability Learning Objectives (SLOs).<sup>1</sup> Cal Poly defines sustainability as the ability of the natural and social systems to survive and thrive together to meet current and future needs. In order to consider sustainability when making reasoned decisions, all graduating students should be able to:

1. Define and apply sustainability principles within their academic programs
2. Explain how natural, economic, and social systems interact to foster or prevent sustainability
3. Analyze and explain local, national, and global sustainability using a multidisciplinary approach
4. Consider sustainability principles while developing personal and professional values

To assess the courses, two members of the Academic Senate Sustainability Committee (ASSC) read through the course learning objectives of a particular GE course found in the GE course proposal form. Those readers determined to what degree those learning objectives addressed each of the four sustainability learning objectives (SLOs). This was done using the following scoring

The scoring range was as follows:

- **3:** Course directly addresses the given SLO with one or more course learning objective or course topic;
- **2:** Course probably addresses the given SLO;
- **1:** Course might indirectly address the given SLO; and,
- **0:** The course doesn't seem to address the given SLO.

After scoring the relevance of each SLO, a summary score was calculated based on the scores for each of the SLOs. Specifically, the score is calculated as follows:

- Summary score of 2 means that the course very likely achieves at least two of the four SLOs;<sup>2</sup>
- Summary score of 1 means that the course might achieve one or more SLOs;<sup>3</sup> and,
- Summary score of 0 means that the course doesn't seem to address the SLOs.<sup>4</sup>

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<sup>1</sup> Academic Senate Resolution 688-09 approved by President Baker June 22, 2009; [www.academicprograms.calpoly.edu/content/academicpolicies/sustainability\\_lo](http://www.academicprograms.calpoly.edu/content/academicpolicies/sustainability_lo)

<sup>2</sup> A final score of 2 is given if in the SLO scores there are at least two 3's or one 3 and two or three 2's (e.g. SLO1 = 3, SLO2 = 3, SLO3 = 0, SLO4 = 0 or SLO1 = 3, SLO2 = 2, SLO3 = 2, SLO4 = 1).

<sup>3</sup> A final score of 1 is given if the final evaluation does not result in a 2 or 0.

<sup>4</sup> A final score of 0 is given if there are no SLO scores of 2 or 3.

# Res\_SustainabilityAssessmentProcedure\_GE\_2012.docx

## Academic Senate Sustainability Committee SLOs Evaluation Rubric

Course Prefix & Number

Replace this cell with course Prefix & Number, e.g. GEOG 301

Course Title

Replace this cell with course Title, e.g. Geography of Resource Utilization

Course Description

Replace this cell with course Catalog Description, e.g. Agricultural, world view of the interconnections of the following resource systems: food, energy, water and non-fuel minerals. A pervading theme is the sustainability of these systems. Features: Prerequisite: Completion of GE Areas A, D & Recommended: Junior standing. Fulfills GE D3 except for Social Sciences majors.

GE Area, if any

Evaluator name

Evaluator

Evaluator User Name

[evaluator@calpoly.edu](mailto:evaluator@calpoly.edu)

Cal Poly defines sustainability as

the ability of the natural and social systems to survive and thrive together to meet current and future needs.

Initial Assessment Based on Course Title/Description

Points Possible

Points Actual

Yes, the course very likely achieves at least two of the four SLOs

2

Maybe, the course might achieve one or more SLOs

1

No, the course doesn't seem to address the SLOs

0

Points

Assessment Based on Course Proposal or Syllabus

3  
Course completely achieves at least two SLOs with one or more specific learning outcomes or course goals

2  
Course reasonably addresses at least one SLO

1  
Course makes multiple attempts to address SLOs

0  
Course doesn't seem to address SLOs

Points

SLO1: Define and apply sustainability principles within their academic programs

SLO2: Explain how natural, economic, and social systems interact to foster or prevent sustainability

SLO3: Analyze and explain local, national, and global sustainability using a multidisciplinary approach

SLO4: Consider sustainability principles while developing personal and professional values

Estimated fraction of course devoted to SLOs

20-50%

50-75%

75-90%

90%

Summary Assessment Based on Course Proposal or Syllabus

Points Possible

Points Actual

Yes, the course very likely achieves at least two of the four SLOs

2

Maybe, the course might achieve one or more SLOs

1

No, the course doesn't seem to address the SLOs

0

If course doesn't address the SLOs, "no" or "no/yes"

Yes/No

Suggestion(s) how course might address one or more of the SLOs:

Other Comments:

For office use only	
First course	
Second course	
Average	

Code

State of California  
**Memorandum**

**CAL POLY**

SAN LUIS OBISPO

**To:** Gary Laver  
Chair, Academic Senate

**Date:** August 18, 2014

**From:** Jeffrey D. Armstrong  
President



**Copies:** K.ENZ Finken  
M. Pedersen

**Subject:** Response to Academic Senate Resolution AS-787-14  
Resolution on Sustainability

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This memo formally acknowledges receipt of the above-entitled Academic Senate resolution.